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Died a Specialist

By CARL HOLLIDAY
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Do our universities turn out educated men, or—as one student editor puts it —"lopsided automatons"?

"SACRED to the Memory of Tammas Jones, Who was Born a Man and Died a Grocer." Such is the inscription on a gravestone in Scotland. And similar indeed might be the inscription carved upon the tomb of many an American professor: "He was born a man and died a specialist."

His own mental and spiritual death as intimated in the inscription might not be such a calamity if he, while living physically, did not attempt to drag so many students into the same intellectual demise. In his efforts to turn an undergraduate into a chemist, a physicist, or a specialist in Chaucer, he is failing—damnably failing—to achieve the main object of a college—the production of a human being of all-round social value.

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Is it not true that a liberal arts education is finally tested, not by the number of specialists it causes, but by the value of its products to society as a whole? A college graduate may be of value to a medical society as a member, to a bar association as a member; but the all-important question is: How much is he worth to the social structure as a member?

Today we are approaching an age of synthesis. New knowledge has been pouring in upon us at such an unprecedented rate that we must begin to have a coordination of it all, a clear association of the data, a philosophy drawn from the legion of facts, lest we sink bewildered beneath the confused mass of unrelated information. If we are to use it we must know and see clearly, not its every detail, but its main currents and tendencies. As ex-President Lowell of Harvard recently declared: "We need a broader conception of things. We are recognizing that everything touches everything else; that a society which consists entirely of limited experts is not possible at the present time. Of course today nobody can hold all the knowledge of the world, but we need such a broad training as will enable a man to understand the specialists, a man who can see and understand what the specialist means, what he is after, and how to value and apply the things which the specialist brings to him."

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To no class of men does such a statement apply more than to college professors. If ever any group has been in dire need of a synthesis of knowledge it is the modern college faculty. These men are frequently so specialized that they have only the vaguest idea of the content or the influence of other courses in their own institution. In my opinion the average American sophomore really has a wider grasp of the general facts of modern knowledge than have the specialists who teach him.

What we all need—educators, students, laymen alike—is a more comprehensive understanding of the relations between the immense tracts of facts now discovered—a practical conception of what they can contribute to a working philosophy of life. Let research continue—the fountain of learning dries up without it—but do not foist it upon college students needing and desiring some vision of what this thing, life as a whole, is all about.

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The manner in which the American college is departmentalized is nothing short of an educational crime. In all probability all the departments now in our average undergraduate college could be reduced to four: the pure and applied sciences (including mathematics and psychology), the social sciences (including philosophy); the languages and literatures; and the arts, such as music, aesthetics, and art appreciation. Even here one might suggest a compulsory interchange of professors *within the college*—with perhaps little damage to the students and with immense cultural benefit to the professors themselves.

The idea that the teacher in the undergraduate college should be a profound and seasoned specialist, a famous or near-famous master of the minutiae of some tiny section of the field in which he instructs, is pure nonsense. The theory has led to the

creating of narrow undergraduate courses that are of profit only to Ph.D. research delvers. It has led to a padding of the curricula with petty subjects, soothing to the vanity of the recently created "Doctor," but utterly destructive to the student's hoped-for sense of proportion.

What is really needed in the American college is a faculty possessed of the very synthesis of knowledge for which our age is so desperately longing. What is needed is a group of instructors who are not striving to make every youngster a master of English literature or Sanskrit or mathematics or biology, but who are imbued with a zeal to transform our young into socially useful beings of wide comprehension of the vital facts and movements of life.

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The late Henry Suzzallo hit the educational nail squarely upon the head when he declared: "In liberal education we are about done with the futile attempt to make each student a jumbled imitation of a whole university faculty of specialists. . . . We have been working hind end to, and the new program will reverse the process. Hereafter we shall begin with breadth and end with pointedness, for breadth is something more than a vast collection of points, and pointedness requires something broad enough to be brought to a point."

It is absolutely necessary for the perpetuation of our civilization that we produce men with a broad vision of a program of life. A mere chemist will not do, a mere biologist will not suffice, a mere expert in Elizabethan literature cannot preserve us. The isolation now existing between college courses and departments is but a duplication of the vicious distinction of human beings in our present social structure as primarily scientists, primarily politicians, primarily artists, when they should be primarily effective social beings in a swiftly improving civilization. This nation and all nations are at this moment hard put to it to find leaders—and followers—with a broad philosophy of life effective enough to save us from social chaos.

Genuine knowledge is fluid; it flows from science to art to literature to economic and social life and back again, pervading and influencing every nook and corner of life. It cannot, without danger of stagnation, be boxed up in narrow compartments or departments. It would be of infinite benefit to any nation if every applicant for a college degree were compelled to take in his senior year a course summarizing and bringing to a philosophical head all the courses he had taken in the previous four years. But who would, who *could,* teach that summarizing course? The president of a college would search long before he could find a university man—even one possessing the magical Ph.D. —who possessed the necessary *general* culture.

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Perhaps we shall learn that we did not wisely when we destroyed in the undergraduate college the old-time chair of "Natural Philosophy" and substituted for it numerous rigid stools of divided and subdivided sciences. That old-fashioned professorial chair may indeed have borne a resemblance to a settee; but the earlier pedagogue and his students at least looked out pleasantly upon a universe *as a whole* and not as a soul-less wreck disintegrated by analysis. Already the cry goes up that American medical schools have become so subdivided and specialized that they cannot produce an all-round practitioner or a graduate who knows how to write a trustworthy prescription Dr. Robert Kelly of Teachers College, Columbia University has recently pointed out that the Social Science departments in some of our colleges are beginning to realize the inherent danger in this constant splitting of the intellectual atom: "They are interested in bringing parts together, in attempting to see the whole situation rather than an isolated phenomenon; they integrate; they co-ordinate; they attempt to unify, even to build up if possible a philosophy of life for the ever enlarging group."

A successful, a happy life is based mainly on ability to choose. A man—I speak not of a certain type of modern specialist—must know a variety of values so that he may have something other than his narrow vocation to fall back upon; otherwise his soul will dry up. Only through an acquaintance with such a variety of values can a man meet sanely the ever-changing circumstances of human existence. Modern life is too restless, too variable, almost too eccentric for any man to put all the eggs into one educational or intellectual basket. The specialty of today may be as obsolete tomorrow as the dodo. The duty of the modern college, if not of the university, is to present a synthesis and a philosophy of things in general that will enable youth and middle age to adjust themselves at least spiritually to a shifting environment.

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The narrowing influence of an over-departmentalized system in our American colleges is even now evidencing itself in a crude form of cynicism among our young. Not having been taught to look at the whole, but rather at a number of isolated parts in the activities of the human mind, these young graduates with their single-track specialty as a means of livelihood hide their ignorance of the remainder of life under a sneering criticism and a hasty condemnation, or even a supine fatalism most dangerous for the social welfare. Not possessing any skill whatever in integrating the findings in various fields of human activity, seeing only small portions of the mechanism and nothing at all of the soul of the cosmos, their cynicism reaches that extreme in which

they observe life to be merely a "nightmare between two nothings." Better indeed no attempt at education than to dehumanize men into mere bundles of skills. "If," as Dean Sperry has declared, "the whole human being is lost in the process, the price is too heavy."

A college professor should be the most vitally social, the most socially valuable member of his community. The fact is that he is seldom heard of outside his classroom or laboratory. Having made some mastery of his special field, having received his advanced degree, he speedily sinks out of the social ken, and brings to the determination of public problems nothing of that breadth of view and enlightenment which a university is supposed to impart. Post-graduate specialization has done its perfect work; it has produced a being unsocial, if not anti-social. Under such conditions the public has an undoubted right to ask if educational funds are not being socially wasted.

In this hour when the colleges are groaning under financial retrenchments, funds might be conserved, education preserved, and human happiness increased if innumerable narrow courses brought down into the institutions by young Ph.D.'s who wrote their theses in such minute fields were abolished; if numerous departments were absorbed into a few obvious ones indicative of the broader activities of mankind; if knowledge were permitted to flow intimately from department to department, instead of congealing in narrow department cells.

We have a right to inquire as to the social value of a specialty —and of the specialist. Unless the social instinct is still alive in him, he is almost a complete loss to the civilization that paid the charges for his training. A college newspaper, written and edited by college students, recently contained this genuinely wise observation: "Without the opposing pull of distinctly different interests, the specialist is likely to become so entangled in his own sphere of activities as to forget that there are other fields of endeavor of equal and perhaps greater significance. He will become a lopsided automaton instead of a roundly developed personality."

The age of synthesis is upon us. Has the American college professor culture wide enough to meet that demand of our age?

Was Margerie a Liar?

By ARTHUR DEAN

"WHAT an unmitigated liar that girl is," spoke up Miss Algebra.

"It beats me what fool stuff a girl can concoct," echoed Miss Latin.

"The idea of her making up that fairy story. She fooled us all right," responded Miss English.

"I never did believe one word of her line of talk," stated Miss Matter of Fact.

All this and more too about a high school girl who had been caught. For all I know the faculty are still scandalized.

It seems that Margerie walked into school Tuesday morning all dressed in mourning and with her arm in a sling. Her classmates were all excited and the teachers all sympathetic.

"You see it was this way," said Margerie between the intervals of heartbreaking sobs. "My sister was killed last Friday in a perfectly dreadful automobile accident."

"But what about yourself? Were you in it, too?"

"No," replied Margerie. "I got my arm badly sprained in making a misstep from a hospital elevator."

"Were you in the hospital to see your dying sister?"

"No, my mother has been there for exactly twenty-nine days suffering from brain fever. She doesn't know that sister Julia is dead."

More sobs. In fact that girl cried for three days in school. In further statements to teachers and fellow students she said that she was living with her aunt, and that her father didn't live with her mother or his children.

Her room teacher, kindly soul, looked up the address of the aunt, and went to the house to extend sympathy and to discover how it was possible for the girl unconsciously to move her arm to fix her hair when she had to be excused from all written work.

The visit was a surprise party in more ways than one. The father was at home, the "aunt" was the mother, the sister suddenly had risen apparently from the dead, and Margerie herself was holding, most daintily, her well-laden fork, and aiming—most accurately for one so seriously disabled—for that aperture into which goes food and out of which passes sweet music, honeyed and ugly words, and—even LIES. Hence this call for the faculty meeting.

"No pupil in this school can get away with that stuff," would have been the verdict of Mr. Old Time School Man. "And she's suspended."

But nowadays we do things differently. Some say that we overdo finding scientific excuses for everything, where formerly we used the strap as an effective remedy. Instead of slapping the face of a delicate child with a stinger we excuse impudence by saying that it's a cardiopath case,

and doing without an extra cookie is sufficient punishment. Instead of saying "stealing" we speak of normal peculations or abnormal kleptomania. When a child reads very slowly we say we have discovered "hemianopsia" instead of stupidity.

Margerie lied, but she was no liar. Real tears and not Hollywood glycerine coursed down her cheeks. Tragedy did exist. And death did stalk before her. This is what she thought:—

"Other people have headlines in newspapers. Other folks have some dear one die. Others have their name in the society columns or in the school paper. . . . Nobody loves me. . . . Nobody thinks about me. . . . Nobody even sees me. . . . I am nothing."

And so to be prominent, to get the sympathy she craved, to possess the power to attract, even temporarily, the crowd, to bring her name before the teacher and pupils of this large school, Margerie had worked up out of whole cloth this tale of accident, death, illness and divorce.

This particular school lacked a scientifically trained dean of girls who from the first day on could have handled Margerie and her story. Furthermore, through merely talking to a skilled, gentle, and loving mind, whether it was a teacher, mother, or priest, Margerie would have had an outlet for that starving emotional life which wanted to hire a hall in which to exhibit itself.

Ten Aims of a Good School

By ASHER J. JACOBY
Norristown, Pennsylvania

In the upset world of today, schools have a great responsibility and a great privilege as well.

IN the good school an inherited knowledge from the past is made available for use of the children and the race in the effort to progress forward and upward; in the poor school this helpful interpretation of and translation into life are lacking.

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The good school develops the power of close and accurate observation of the physical world and of individual and group conduct and endeavor; in the poor school the training of the powers of observation receive scant attention.

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The good school trains the child to use his power of observation for his own advancement and for the good of his fellows; the poor school largely fails to give this training and thus permits the child to shift for himself.

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The good school teaches the child to study questions from all sides, and by encouraging careful weighing and balancing of the facts in each case helps the child to reach an accurate conclusion; the poor school permits the child to form hasty and ill-considered conclusions.

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The good school teaches the child the difference between right and wrong and trains him to choose the right; the poor school too often takes it for granted that the child knows the right without being taught and makes at best only an indifferent effort to help him to see the right.

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The good school teaches the meaning of law and order, their significance to organized society; the poor school neglects to do this.

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All the activities of a good school are carried on in an orderly and systematic way, and all pupils are made to see the wisdom and necessity of such laws or rules of conduct as will best promote the interests of the individual and of all, and are led to conform to them; the activities of the poor school are carried on in a haphazard and slovenly way, and "each pupil a law unto himself" is too often the rule.

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The good school teaches respect for the rights of others, theoretically and practically; the poor school fails in this, especially on the practical side.

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The good school is positive in its teaching and practice; the poor school is largely negative in its endeavor and influence.

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If we expect the boys and girls of today to become the law-abiding, order-loving, constructive, helpful, and God-fearing men and women of tomorrow, we must teach and train these boys and girls in ways which will produce such results. The good school does this; the poor school not only fails to do this work, but too often is positively harmful in its influence.

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The present disturbed world conditions can only be settled through good schools, homes, and other institutions of uplift, through useful activities carried on in a legitimate way, and through good government. It behooves everyone to do his best to produce these conditions. Upon the teacher rests a great responsibility.

Melting Pot

By JOSEPHINE BORING

Awarded Sixth Prize in the Journal of Education's Second Annual Short Story Contest

What was the "dangerous propaganda" that Rosa Solinsky had been spreading on the playground? Laurabelle Lawson's mother wanted to know — and Rosa made an interesting witness in her own defence.

IT was art time, and autumn leaves of startling shapes were taking on hardly less startling hues under the hands of my fifth grade. Standing in the back of the room I enjoyed the scene. Small shoulders were bent over big sheets of drawing paper, heads were turned at various angles as their owners studied the work of their own hands, bright crayons flashed, the room was hushed, the air vibrant with activity.

A late bee settled on the flowers in the open window. Lifting my eyes as his droning caught my attention, I noticed a car stopping outside. Mrs. James La Crosse Richmond, president of our Parent-Teacher Association, stepped to the walk and adjusted the coat of her attractive new fall suit. From behind the wheel came Mrs. Lawson, once my high school friend, now my patronizing patron. There could be no doubt they were coming to visit me.

In a few moments I moved toward the door; no one appeared. I ordered the drawing materials cleared away. Still no one came. Appreciating the reprieve, I brought out the new readers. They were interesting and popular and would furnish excellent material for half an hour with visiting patrons.

As the children settled again to quiet work, I looked at little Arline Richmond, granddaughter of Mrs. James La Crosse Richmond. She was a pretty child, bright and sweet mannered. Behind her sat Laurabelle Lawson, pale and thin lipped. There was about her something I could never quite understand, something hard and supremely selfish. A soft ripple of half suppressed laughter drew my attention to the back of the room. "Oh, teacher, this is a good story. It is so funny, too!"

That was Rosa Solinsky, bubbling over with interest in the story as she did with every thing about her, people, games, pets, music, work. She was quite the prettiest child in my class that year. One loved her for being so vividly alive, so frank and friendly, and unafraid. Half the class turned toward her now, smiling their approval not only of Rosa's opinion of the story but of Rosa herself. There could be no doubt of her popularity with them as well as with her teachers.

Again I drifted toward the door. Where were the guests whose advent I had been waiting for? Then Miss Newman, the principal, came down the hall, showing in her face a mixture of amusement and concern. "You'll have to leave your class and come up to the office a few minutes," she said. "Mrs. Richmond and Mrs. Lawson are up there. Mrs. Lawson wants to see you and Rosa Solinsky."

"Rosa! What in the world——?"

"Yes, Rosa's been up to something, it seems. Spreading some dangerous propaganda, I take it, from what Mrs. Lawson says."

There was unmistakable sarcasm in that remark, but she went on seriously: "It all started with some game your girls play. Have you any idea what it can be?"

"I've never seen them play anything but the most commonplace games," I began. Then suddenly I knew I had seen one not quite so commonplace, and hurriedly I told her about it.

Watching from the window a few days before, I had been interested in a game evidently of the children's own invention. They stood in a circle with one child in the centre. She held a long stick and, after turning around rapidly two or three times, she stopped suddenly and thrust the stick out toward some member of the circle. Then she began to count rapidly. The child indicated by the extended stick shouted out some name evidently intended to shock the rest of the group. I heard thief, kidnapper, murderer, cheat, tattletale. After five or six of them had so slandered themselves, they stepped one by one to the centre of the circle, and were each applauded after the manner of performers on amateur nights at the neighborhood theatre. The one thus chosen took her place in the circle, and the game went on with an endless repetition of the disparaging terms.

"You evidently hold the key to the situation," said Miss Newman when I had finished. "Call Rosa, and bring her up to the office."

Rosa semed in no way disconcerted at meeting the two guests. She looked Mrs. Lawson over rather critically. Then she gave Mrs. Richmond one of her most charming smiles.

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Before the inquisition had gone far, I understood what had brought Mrs. Lawson there. She did not want her child to attend Baxter School. Too many children with names like Rosa Solinsky's were on our rolls. Will, her husband, was superintendent of the mill two blocks away. Under him, far, far, under him in Mrs. Lawson's mind, worked the fathers and mothers of these children with whom her daughter must associate in the classroom and on the playground. Will himself seemed quite unmoved at the gravity of this state of affairs. He had refused to ask for a transfer for Laurabelle, and had, I happened to know, refused still more firmly to move from the old Lawson home, which stood in a group still facing bravely toward wealth and social prominence but hard pressed at the back by factory laborers of many nationalities. If Mrs. Lawson could once convince Mrs. Richmond that children such as her own little motherless granddaughter and pale little Laurabelle Lawson were in danger of some contamination in Baxter School, she would have an argument that might move her husband.

Rosa was not excited as she told of the game she had invented. Oh, yes, they used bad names, not really bad names of course. Not names you would not want to say to your mamma. Just names everybody read in the papers.

"And what do you call yourself?" Mrs. Lawson shot the question at her sharply.

"Sometimes I am a Bolsheweek," said Rosa calmly. "Other names, too, but when I say Bolsheweek generally they clap me most, and I get to be 'it.' I like to be Bolsheweek."

Mrs. Lawson smiled knowingly at Mrs. Richmond.

"Rosa, what is a Bolshevik?" asked Miss Newman.

Rosa sought for words. "I don't know much, but they are bad. My father does not like them. They are not American ever."

"Who is your father? Where does he work?" Mrs. Richmond asked kindly.

"He works in a bank." By just the flicker of an eyelash, Mrs. Lawson betrayed surprise. "He keeps the floors clean, and the windows, and puts coal in the furnace."

Mae Lawson breathed a faint "Oh," and renewed her questioning. "Is your father an American?"

"He is now. He used to be Russian. I am all American. He came to this country before I was born. He hates Bolsheweeks."

"Russian and hates Bolsheviks?"

"Oh, yes! He tells me they are bad. That's why I call myself Bolsheweek when we play the game."

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A sound of disturbance came from my room and I went to investigate. Johnny Luirs, sitting near the front of the room, had his head bent over his book, but seeing him before he was aware of my presence, I knew he had caused the ripple of laughter that had reached me. His protruding pink ears had some powers of motion, and these powers were, at that moment, being duly cultivated, much to the amusement of his classmates. Calling Johnny to me, I sent him to the other end of the long hall where he could no longer entertain the class nor hear what was being said in the office.

Rosa looked up as I returned. "Was it Johnny Luirs?" she questioned. "Did he wiggle his ears? He thinks he is smart to make everybody laugh."

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I sat down, wondering what had happened in my absence. Evidently it was nothing to break Rosa's self-possession.

"Does my little girl ever play this game with you?" Mrs. Lawson asked.

"Oh, yes, sometimes when we *let* her."

"When you *let* her!" Mrs. Lawson repeated the words sharply.

Rosa caught the tone, and with a little flash of anger in her eyes took the role of questioner. "Does she tell you what she calls herself when we play?"

"No." Mrs. Lawson was taken back a bit.

"Well, she says she is a horse t'ief. Every time she jumps up and down and says, 'I am a horse t'ief.'"

Mrs. Lawson colored.

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Mrs. Richmond rose. "I don't believe we are getting anywhere," she said gently. "There does not seem to be anything really wrong with Rosa."

"I don't want Laurabelle to play with her any more," said Mrs. Lawson firmly. "Miss Newman, will you try to see that she keeps out of the crowd?"

It was what she had to say to save her dignity and importance, and Miss Newman promised politely.

Slipping her hand into mine, Rosa started with me toward our room.

"I don't care if Laurabelle Lawson never plays with me again," she said in a clear voice that must have reached to the group in the doorway behind us. "I don't t'ink my mamma wants me to play with a horse t'ief. Horse t'ief is worse than Bolsheweek!"

"To be, to know, to impart—all these are great factors, but to *inspire* is greater than all."—Willis A. Sutton, Superintendent, Atlanta, Georgia.

Checking Vital to Administration

By DANIEL P. EGINTON

EDUCATIONAL executives and supervisors have much to learn from the negro who, upon making inquiry by telephone for a position, was sympathetically told that there was no job because the firm was well satisfied with its present help. Quickly, however, he replied: "Oh, dat's all right, boss, I'se jess checkin' up on myself!"

There seems to be a widely prevalent notion that organization is a single act such as launching a ship, and that it means much arduous work at the beginning, but when once completed, the higher management can sit back and watch things going smoothly by. This, of course, is a faulty notion because the organization which is *running* itself will soon be *ruining* itself. Gordon Selfridge excellently states this point when he says that management "should be a constant and unbroken series of creative acts. The moment the series stops, vitality begins to decay."

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Only the savant administrator knows the details of his own organization! The tendency is for practice to get so far away from educational administrators that they know only a whit about the details of how efficiently their associates are doing their work or are progressing toward greater achievements and higher aspirations. This is explained largely by the fact that few educational administrators, be they university presidents, state commissioners of education, superintendents of public schools, or principals, feel that they can spend the time and effort needed to study in detail the work of individual members of their staff.

On all rungs of the American educational step-ladder there is a tendency to assume that satisfactory results can be guaranteed merely by establishing and maintaining complicated devices and administrative machinery, such as detailed teaching schedules, records and reports, department heads, elaborate equipment, courses of study. It seems unbelievable that some deans of our large graduate schools should be willing to stake their reputations and reports on the verbal reports of what professors say they are doing in the classrooms; but such is often the case. During the two years that I attended Teachers' College, Columbia University, to my knowledge no one ever checked up on the work of an instructor while he was teaching. Obviously this encourages slack, slovenly work even though university professors supposedly are idealists and working for the profession. In the choice between developing students and writing books, the latter seems to be the surer and more royal road to educational fame! University students rightfully should demand more than "rifle" contacts with outstanding personalities; they should demand close, personal guidance. The unguarded, unwary, pedantic, impromptu remarks of many professors would be an eye-opener to many fat and complacent deans if only they were willing to use the time and effort necessary to discover the facts! They could also find out many things if they would seek the opinions of a few students who are still able to think and observe critically even though they have been "swallowed up" in the gigantic avalanche of courses, credits, classes, assignments, and chapels! Even after graduation, students should be asked to express their opinions about many matters.

DANIEL P. EGINTON

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The problem of keeping in intimate contact with the work of the organization is closely linked up with the question of how wisely and extensively responsibility and authority have been delegated. The tendency of administrators is often to delegate functions indiscriminately and to fail to determine as scientifically as possible the capacity and willingness of the person to perform the delegated functions. The wise administrator, however, is the one who, when delegating authority and responsibility, carefully measures the capacities of the person, tries to develop better ability, and checks systematically to see how effectively the responsibilities are being discharged. He does not wait until his associates are drowned before he attempts to save them!

It is not enough for the superintendent to be responsible for clearly defining the functions of his organization and selecting supervisors, principals, teachers, and clerical help to discharge these functions; he must continuously try to discover exactly *how* they are discharging them. He must find out such things as wherein some are exceeding their authority, failing to perform all

of their duties, making mistakes, becoming maladjusted socially or professionally, getting into a rut, doing careless work, or acting dishonestly. In other words, he must watch the details of his organization with the same care that a doctor checks upon his patients' activities, such as what he eats, how he exercises, and how he sleeps.

Enticing, comfortable, and demanding as the administrative office may be, it must be forsaken many times in order that the executive may stroll in the byways and corridors of his organization and learn first-hand about the intimate conduct and problems of his associates. It is his only insurance against impuissant and inefficient administration! It is his life preserver when the storms of vicissitudes pass his way because when he knows the facts he is not usually easy to attack. By correcting bad symptoms in the early stages, he can also avoid many later mistakes or maladjustments.

The amount and kind of checks used in public school administration obviously should vary with the size of the system, the specific aptitudes or abilities of the executive, and the personnel of his organization. A few of the most commonly used methods are suggested here.

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(a) The administrator may ask for regular reports of the progress which members of the professional staff are making. This will enable him to keep somewhat informed. It also will act as a stimulus to his co-workers if they know they must report progress or at least evidence of hard work.

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(b) He may and often should call staff members into his office to talk over future plans and make oral or written reports on the work they are doing or intend to do; also to give them a chance to talk.

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(c) He may discuss with other persons such as parents, board members, pupils and principals the efficiency of the work being done by a staff member; he may even confer with those under the direct supervision of staff members.

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(d) He may go to the situation personally and observe first-hand how effectively the work seems to be carried out—as by checking on the janitorial service of the buildings, noting how well teachers seem to be succeeding in carrying out activity work, or using the newer methods of discipline, and noting the general atmosphere or conditions of a group of workers.

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(e) He may check up on the records or reports which many staff members must make on such things as care of moneys under their supervision and care of books.

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(f) He may use available standard achievement tests to some extent especially of clerical help, to see how workers are progressing, as, for example, in speed and accuracy of typing.

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(g) He may encourage informal communications from his staff.

"It would be appalling if we knew how many people today are in prisons because somebody neglectfully assumed that everything was going on satisfactorily and did not regularly check up on the situation. . . . Likewise today there are a multitude of inefficient, 'dead' professional workers because no capable persons checked up on and analyzed their methods in order that improvements might be made."

It would be appalling if we knew how many people today are in prisons because somebody neglectfully assumed that everything was going on satisfactorily and did not regularly check up on the situation. The temptations to dishonesty should be reduced to a minimum by making financial checking and reporting so responsible, thorough, and efficient that dishonesty and mistakes will be detected at once. Thus, there would be fewer temptations. Likewise, today there are a multitude of inefficient, "dead," professional workers because no capable persons checked up on and analyzed their methods in order that improvements might be made.

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It should also be recognized that one of the most desirable ways to eliminate graft, corruption, and inefficiency in public administration is to devise better and surer means of localizing responsibility and determining how effectively others are discharging that responsibility. Undesirable as detailed activity reports may be to the professional worker, they are essential at the present time—since there are so many opportunities for dishonesty and the human flesh has proved so weak. They also provide evidence which is available so the public may see how moneys are being expended.

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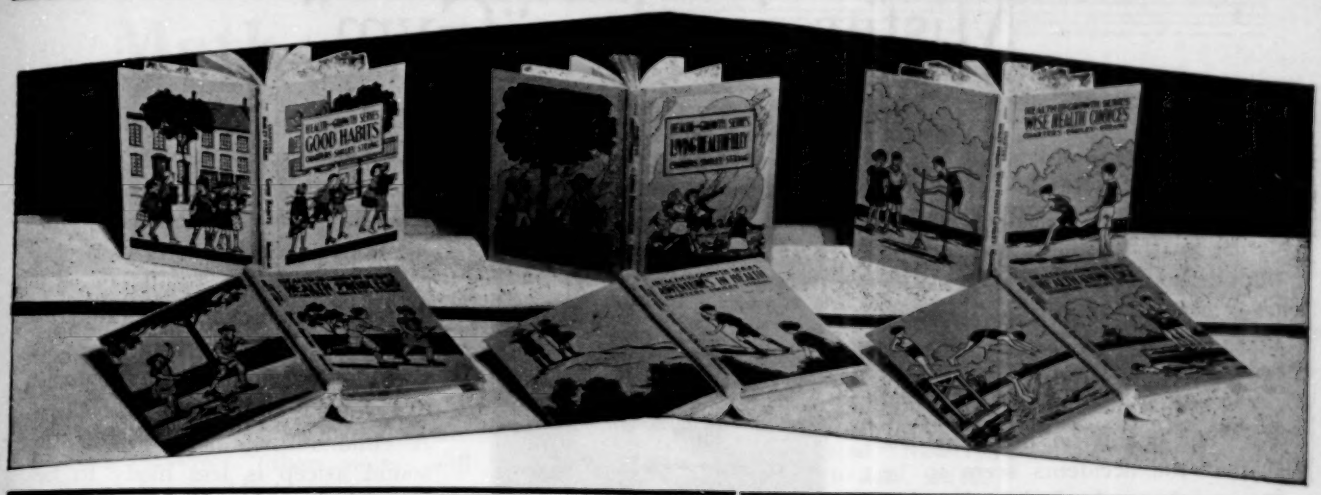
It is vitally necessary here, however, to offer one final suggestion: Checking should be done in a thoroughly professional manner and should aim at improvement rather than by a process of "snooping" around to see if something wrong cannot be discovered. The professional staff should be educated to the point where they not only expect a periodical checking up but welcome it. It is inherent in good administration and just as important as evaluating activities in school work or the periodic physical examination. It should also be a time for talking over pertinent problems, of getting better direction for the work, of improving programs, discovering weaknesses, and outlining remedial programs for overcoming them, in short, of better education.



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Misfits in the "Gym"

By GARRY CLEVELAND MYERS

IT has just come to my attention that the bulk of accidents in the junior and senior high school of a certain large city are in the physical education department. This is probably true in most school systems.

On the football field, you say. No; nor chiefly in other games. Rather the accidents seem to be in regular physical education classes, especially with the use of apparatus. Now, the apparatus such as the "horse" in "gym" not only is costly to purchase but also costly to many a timid youngster. Not a few are injured; some are made permanent cripples. I have a notion most of such apparatus will disappear from the gymnasium of tomorrow.

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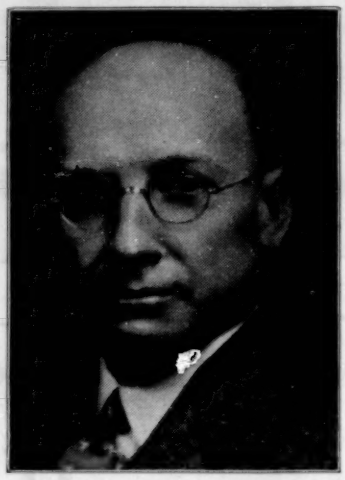
So far as I can ascertain, accidents in physical education classes occur chiefly for two reasons: (a) Fear on the part of the student; and (b) unwholesome attitudes toward this fear by the average teacher.

To certain timid youth the physical education period is a nightmare. Sensitive to his inferiority in the skills exercised in this class he has mortal dread of the ignominy he must face from the ridicule of his classmates. Something about the atmosphere of the physical education period makes ridicule more likely then than in a class in English, algebra, or Latin. Besides the physical education teacher tends to manifest a more hard-boiled attitude than do other teachers. His ridicule and sarcasm are more incisive, as a rule. Rightly, ruggedness and courage are among his goals. But his methods usually result in these objectives only for a certain number, probably the majority. The very timid youth are in contrast only rendered still more timid, as a rule.



GARRY C. MYERS

Nevertheless, rather than endure the "slings and arrows" of ridicule from his comrades, which are championed by the teacher, the timid youth will take a chance at the stunt he fears he cannot do, choosing rather to die, if need be, than to be dubbed a coward. Sometimes he is very sure he will be killed, so great is his terror. It is then that he is most likely to be injured. If, on the other hand, he could practice on the stunt in a favorable atmosphere, and if the stages in the particular skill were properly graduated with steadily harder steps, he might have no serious difficulty.

•

Consider the psychology of fear concerning certain feats required in the average physical education class. There is the fear of the particular activity itself. Often it is overwhelming. In addition, is the fear, still greater, of the sting of ridicule. So gripping is this fear that the victim does not escape it even for the vital moment. As he summons daring effort to perform the stunt which to him appears impossible, he sees all eyes turned on him; he hears the roar of laughter and he feels the cutting of the two-edged sword—the teacher's tongue—even before these things happen. The atmosphere paralyzes him. His mind is all confused, his emotions panicky, his muscles riotous. He is a headless army in retreat, and when he falls his usual protective movements will not only fail him but may operate to make his fall more hazardous. A child falling from bed while sound asleep is less likely to be injured than from a similar fall while awake. The fear during the fall while awake sets off disorganized and oftentimes conflicting movements, and the muscles are more rigid then. In like manner, does the very fearful youth become more perilous to himself while facing dreadful tasks in the gymnasium class.

More often than not, it is the student who excels in academic work who suffers greatest ignominy in the physical education class. The fact that he has set for himself high standards of attainment in other subjects, makes him more sensitive to his inferiority in physical skills. Besides, those classmates who excel in "gym" but are average or inferior in the regular classroom, enjoy an unusual satisfaction at making fun of the awkward one who will overshadow them at books. They laugh the louder and more readily in an attitude of getting even. While this attitude in them may usually be unconscious it tends to be interpreted by the victim as decidedly deliberate.

•

Another factor: The physical training teacher often is inclined to hold academic subjects and their mastery in low esteem. He, alas, may speak contemptuously about them. Just see at what a painful disadvantage such an attitude puts the timid student in his class, who happens to rank high in other subjects. Some students, of course, rank low in every course. They also may

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suffer keenly from personality fears as well as physical fears in the "gym" period, though they are less likely to do so. As a rule, they are less sensitive. Probably they have grown more calloused!

•

Now the physical education period normally affords more opportunities than any other for easy adaptation of the hour's activity to the several needs and abilities of the students. Yet the average "gym" class appears to be more highly standardized and goose-stepped than the average class in science, algebra, or English. In the first place, there are fewer administrative strings to hamper versatility of program in this class. There are practically no rigid objective standards to be attained as in the academic subjects. The teacher virtually is free to work for the individual needs of each pupil. In what other subject are there so many real opportunities for recognition of individual differences and adaptation of the program to these differences?

On the other hand, what other subject more readily encourages the human frailties of the teacher? Often, especially in the senior high school, the instructor of classes in "gym" is also athletic coach. His opportunities for a bigger job depend largely on how many games his team can win with other schools. Besides, the local press gives copious space to the successes of his team, and rarely is his name omitted as the centre of the honors. To the victories of the very few the glory goes. Of what importance in this teacher's mind are the timid, awkward students who are the very ones most in need of intelligent physical development?

•

Besides the public, always interested in the dramatic, are ever eager for demonstration of gymnastic feats put on by the physical education teacher or department. Only those few who excel are shown off; naturally so. In preparation for such demonstrations the regular class periods are used, with the result that only these few get much or any attention. Since the students very inferior in such skills can make no contribution to the public performance why bother about them? Accordingly they fall farther in arrears, and have their feeling of inferiority magnified.

Athletic contests and public demonstrations of gymnastic feats properly put a premium on ruggedness and physical courage. How may these values duly be attained without a corresponding loss to a large number of students who most need wholesome physical development? Immediately arises the old question as to whether interscholastic athletics are morally and educationally warranted; and whether, moreover, the usual type of gymnastic programs in public are at all justified. Always we must face the tremendous human factor, that the public always smack their lips over the dramatic and that demonstration of genuine educational growth does not appeal strongly to the primitive instincts of the average person.

Whatever progress is attained will have to come through a leadership by school principals and physical education teachers who are willing to deny themselves and the howling public of temporary show for the sake of more permanent and useful education of the youth.

Even with continued operation of interscholastic athletics, or even of public demonstration of gymnastic stunts, there ought to be vast opportunities for the average physical education teacher to treat his students as individuals, to graduate the exercises in the gymnasium in accordance with the wide individual differences of the pupils and to introduce better mental hygiene into this work. Once he substitutes the ideal of individual growth for absolute achievement, educational progress will begin. The mental hygiene atmosphere in the average physical education class today, especially in junior and senior high school, is about the worst to be found in any department.

What is more, it is the one subject about the teaching of which the average principal shows least concern.

Fortunately, the home room

Imagining

By Irl H. Dulebohn

Sometimes we're a voyaging,—in our good ship Faraway,
Teacher for the captain and we children for the crew,
Anchors up! We're on our way,—India or old Cathay,
Off to seek enchantments that are different and new.

Sometimes we're adventuring,—vanished kingdoms to regain,
Hannibals, and Charlemagnes,—Napoleons are we,
Ancient wars are fought again, mighty deeds are wrought again,
Marching legions shake the ground and galleys plow the sea.

Then we're pioneering up the mountain-passes airy,
Rocks give up their treasures and the rivers yield their gold,
Axemen in the forests and we're plowmen on the prairie,
Building farms and cities as our fathers built of old.

Maybe we're just roustabouts,—Greenland round to Zanzibar,
Fishing out of Gloucester, picking coffee in Brazil,
Harvesting in Canada, iron mining in the Saar,
Washing lace at Nottingham or gold at Sutter's Mill.

Fun to go imagining, teacher and the rest of us,
Round the world and back again, learning as we go,
Ketchikan to Aguilas, Sydney up to Pharsalus,
Russia to the Argentine and back to Borneo.

teacher who is gradually growing more interested in the personality and mental health of his students, is also growing more conscious of these factors in relation to physical education. Through the home room teacher the principal probably will also become more interested in this problem. Let us hope he will and that he will proceed to do something about it.

All in the Day's Work

By FRANCIS READ

A High School Principal

Boy From Critical Home

I feel relieved tonight. I have something off my chest. I spoke my mind today to a leading citizen.

This man came to my office to find out why his boy does not do better work. He said that his son shows every evidence of being highly intelligent, that he did good work in the grades, and that he reads good books. "But since the boy came to your high school," he exclaimed, "he can't seem to get anywhere."

And then I spoke my piece: "The first essential for a student's success in high school is for him to have a friendly attitude. Your boy is unfriendly. He apparently looks with condescension upon his teachers. He feels superior to most of the other pupils. Worst of all, he evidently reflects the spirit of his own home. I have been told repeatedly that you are very critical of our work. During my period of service in your city I never have had a word of commendation from you either for the school or myself. You do not take pains to inform yourself about our work; you just find fault. Your course is harmful to the school and brings unhappiness to many people. Besides, you spoil the school for your boy. I advise you either to change your attitude or send your son elsewhere."

What I said cut deep. The man intends to be fair-minded, however, and we had a heart to heart talk. We parted with a handshake and mutual promise to aim at better understanding.

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Not an Office Principal

"I was going to telephone you today to talk over the party that we have planned for the week-end," a friend said to me tonight. "But I knew that you would not be in the office; I never get you when I call up."

The remark interested me. "Don't be an *office principal,*" a trusted adviser cautioned me in my early experience. This warning I have tried to heed. It is my policy to spend the greater part of school hours around the school building. The work of the office secretary is planned before or after school. Interviews are arranged for the latter part of the afternoon.

A principal's school day should be spent in close contact with his school. He must know what is going on in the classroom, in the gymnasium, about the halls, and on the grounds. Teachers and students should be expecting him to appear at any time. In his planning for a betterment of the work he is helped greatly by a direct knowledge of the various school situations.

If a principal follows the practice of being out of his office, his friends do not drop in to visit with him, he enables teachers and pupils to consult him about little matters without coming to the office, he makes his influence felt constantly throughout the school.

A principal must delegate to some one else many tasks that would confine him to his office.

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1,499,604 people can be seated in the theatres and movie houses in New York City; more people than comprise the entire population of the state of Florida.

PHENOMENAL was the reaction to WAG—A FRIENDLY DOG (list price, 14 cents), by Ethel Maltby Gehres. It is a pre-primer based upon an entirely new idea. Ready in June: EVERYDAY LIFE, a primer. Text is about activities familiar to every child; going to the shoe store, to the barber shop, and so on. Illustrations are action photographs by Ralph Milton Bair. Send for full information.

THE strange inability of some children to learn to read and understand printed or written words, which is known as word blindness, is not due to defective vision, as is generally supposed, but to a congenital brain lesion.

UPON publication THE JOURNAL OF EDUCATION hailed THE WINSTON SIMPLIFIED DICTIONARY as "an achievement little short of miraculous." Today THE WINSTON SIMPLIFIED DICTIONARY is enthusiastically acclaimed not only in the United States but wherever English is spoken or read. There is an edition that exactly fits your needs, Primary, Intermediate, Advanced, College, and Encyclopedic.

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Our Roots in the Past

BACKGROUNDS OF AMERICAN LIFE. By Agnew O. Roorbach, William Penn High School, Harrisburg, Pa., and Miles W. Albright, John Harris High School, Harrisburg, Pa. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

In a style that no adolescent can fail to understand and with all the unfolding interest of the massive drama which it presents, this text is full of action, conflict, the rise and fall of heroes, systems, dynasties, and nations. The narrative is fascinating beyond belief for a book which condenses so vast a record into a volume of less-than-average size even for the history of a single period or nation.

Arranged in eight major units or "backgrounds," each having its intriguing preview, this text supplies the perspective so greatly needed by every American.

The skillfully designed queries and problems for the learner suggest parallels and comparisons with current situations, thus cultivating that ability to judge the future by the past which has been, ever since Homer's time and earlier, a sign of wisdom.

With such a book as guide, history should become not only a delight but a vital experience, a preparation for more intelligent community living. Maps and illustrations are abundant and fittingly supplement this brief, breezy, and brilliant book.

• •

Democracy and Duty

THE CITIZEN AND HIS GOVERNMENT. By John A. Lapp, formerly Director, Indiana Legislative Reference Bureau, Lecturer on Legislation, Indiana University, and Head of the Department of Social Science, Marquette University, and Robert B. Weaver, Department of Social Science, Laboratory Schools, The University of Chicago. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett & Company.

Conspicuous among the recent civics texts for high schools is "The Citizen and His Government," by Lapp and Weaver. It is evidently a book which takes account of the learner and is aimed at winning and holding his attention as an individual who is soon to exercise the full rights of citizenship. The authors have related the main facts about the growth and functioning of government in the United States with unusual clarity and completeness. The text is comprehensive and comprehensible. Best of all, it seems likely to awaken in many students a sense of responsibility for the several governments under which they live. Democratic rule is seen as a great experiment whose success or failure depends upon the part taken by each and every citizen.

The book is composed of twenty-two units or chapters, each having its forecast of objectives to be reached by the student. These forecasts are done in a fashion which should make the chapter itself a series of answers to curiosities already aroused.

Specially well written and arranged are the chapters on our nation's relations with other governments and peoples, and the concluding section devoted to the activities of our Federal government in the crisis which began in 1929.

Judiciously devised tests and problems are interspersed in generous amount.

Such a text should become a powerful force for better citizenship, cleaner politics, and more effective government.

• •

Dynamic Citizenship

CIVICS THROUGH PROBLEMS. By James B. Edmonson, Dean of School of Education, University of Michigan, and Arthur Dondineau, Supervising Director, Detroit Public Schools. New York, Boston, Dallas, Atlanta, Chicago, San Francisco: The Macmillan Company.

Few would deny that civics is an important study. But a multitude of people would confess that they found it exceedingly dull. And it is undeniable that the subject has been slow to develop the teaching techniques that would make it vibrant with interest.

"Civics Through Problems" should be unusually successful in enlisting the attention of boys and girls.

Pupil participation is the keynote of this text. Yet it is much more than a laboratory manual. It is a well organized setting forth of the major features and principles of our government and social institutions; suited to the comprehension of pupils in junior high schools. The subject of civics, being full of unsolved problems, is here treated as something dynamic, not as something already determined and static. The pupil is led to think of himself in relation to the community and to grapple with matters which should continue to concern him after graduation. This text should help to insure a high quality of adult citizenship in those young people who are fortunate enough to study civics in the way it is here presented.

Man the Reshaper

MAN'S CONTROL OF HIS ENVIRONMENT. By Samuel Ralph Powers, Teachers College; Elsie Flint Neuner, Supervisor of Elementary Science, New Rochelle, New York; and Herbert B. Bruner, Professor of Education, Teachers College. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

Man was put into the world with a most marvelous set of playthings—exceedingly dangerous, many of them, but challenging his imagination and his genius. The story of man's progress in reshaping portions of his environment to minister to his power, his comfort, and his enjoyment, is an epic still in the making.

And it is unfolded in this attractive textbook in a fashion to enlist and enlighten the pupil in about the third year of junior high school. The theme of man's progress in the directing of natural forces to his own ends is ever present. Yet the result to the learner is the building up of a coherent body of knowledge about natural laws and the most modern applications of science in many important fields. There is no tendency on the part of the authors to praise man's achievements unduly or without qualification. They admit he has done some foolish, some wasteful, some perverted things. He does not yet live so well as he knows how to live. But he has ideals, and this text helps to show what some of these are.

The teaching and learning techniques incorporated in this text are everyway up-to-date, from previews to problems and from tests to tied-in illustrations. Best of all, the style is clear and elucidating.

• •

Two Years of Latin

FIRST YEAR LATIN. By Marion Pratt, Head of Latin Department, Curtis High School, New York City.

SECOND YEAR LATIN. By Marion Pratt; Bernard M. Allen, Roxbury School, Cheshire, Connecticut; and Charlotte L. Wood, Curtis High School, New York City. Both under the editorial supervision of Jacob Greenberg, Associate Superintendent of Schools, New York City. Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

Of course Caesar never knew and can't be blamed for it. But had he foreseen that generations of boys and girls would be required to read his *Gallic Wars* as their first experience with

Latin literature, he might have leveled off the rough spots and made a Roman-road sort of thing of it. Not anticipating, he did not turn his engineering skill that way. That task has been left for modern texts and teachers.

"First Year Latin" goes on the principle that the study of the Latin language itself can be made interesting.

There is no apparent attempt to "jazz up" Latin by making it tell about automobiles and airplanes. The subject matter drawn upon is that which exists so richly in the lore of ancient Rome.

The problem of vocabulary has been taken as the main difficulty, as it probably is, and accordingly numerous devices have been introduced to encourage mastery of a required list of some 500 words the first year; to which are added 700 in the succeeding year.

The procedure in "First Year Latin" is deliberate and gradual. Abundant reading is provided, and this has been arranged to employ every required word ten to twenty times. Much attention is paid to derivations.

"Second Year Latin" is complete with easy stories, reviews, and amplifications of syntax; exercises in composition; a reference grammar and vocabularies. The main sections of reading material comprise the Story of the Argonauts, The Adventures of Ulysses, and Caesar's De Bello Gallico — an abridgment of the entire seven books, sufficiently well connected to require no summaries in English.

These carefully prepared Latin texts should appeal strongly to many discriminating teachers.

• •

A Garden Gate

THE POET'S CRAFT. Verses selected by Helen Fern Daringer and Anne Thaxter Eaton, The Lincoln School of Teachers College, Columbia University. Yonkers on Hudson, New York: World Book Company.

No doubt we learn to appreciate through doing. But to withhold from children the enjoyment of poetry until they have dabbled extensively in writing verse—would be needlessly unkind.

In "The Poet's Craft" a different course has been pursued. Remarkably well selected poems have been grouped and progressively arranged under such classifications as Rhythm, Rhythm and Emotion, Metrical Measures, Rhyme, Pattern and Stanza, Word Music, and Pictures in Poetry.

Each section begins with a page or two of explanation as to what is meant by the element in question and what its importance is in poetry. Then follow the illustrative poems—each with a brief but revealing foreword of its own.

Thus the pupil learns to note the techniques of the poetic art, while he is intrigued into enjoying some of the finest verse yet written.

Only toward the very end is there actual suggestion of themes and methods for the boy or girl to apply in his or her own attempts at versifying. The pupil, however, is likely to become interested in those back pages long before he has finished reading the ready-made poems in preceding sections.

"The Poet's Craft" should give much pleasure now, and open the way to much more pleasure later on.

• •

For Tomorrow's Leaders

THE ART OF LEADERSHIP. By Ordway Tead. New York and London: Whittlesey House, McGraw-Hill Book Company, Inc.

This book succeeds in doing what some of us have thought to be almost impossible. It maps out an interesting and effective course of training for those who aspire to positions of leadership. It fills a long felt need in a field of the greatest importance in a democracy.

We have been threatened with the several *isms* and all that they carry in the way of meaning; but we shall be able to ward off evil consequences to the extent that we equip our young people for strong, efficient leadership. Democracy is a difficult social order to administer, requiring intelligence and skill in the handling of men and movements.

Ordway Tead's stimulating book will contribute heavily in saving us from being misled and undermined by false, uninformed leadership. This volume discusses thoroughly and yet not too academically the essential topics involved in any course of instruction for young Americans who seek to lead.

Leadership is presented as an art, but it is also treated as a science. Objectives are clearly stated, and the qualities of our truly great leaders are brilliantly analyzed and developed. Many an American youth will be inspired and to some extent prepared for public service by the challenging pages of this well-written book. The subject of the *leader's deeper resources* is very skillfully handled.

Public libraries should feature this book on their special shelves, and every high school student should have the opportunity to read it. C. D. C.

• •

Lands, Climates and Peoples

HUMAN USE GEOGRAPHY. Books I and II. By J. Russell Smith, Professor of Economic Geography, Columbia University. Philadelphia, Chicago, Dallas, San Francisco, Atlanta, Toronto: The John C. Winston Company.

J. Russell Smith's enthusiasm for geography surely must be contagious. The procedure is somewhat like that of an interesting guide conducting a party of explorers through regions familiar to himself.

Before commencing the systematic study of the earth from the standpoint of "human use," the first book describes various typical lands or regions, doing this in a manner to prove that geography is a grand adventure, replete with new sights and experiences.

The arrangement of the two-book course is described as "single-cycle-plus." This means that the entire world is covered once, with certain extras. The extras are the "type studies" in the early part of Book One, to which reference was made above; and the chapters toward the end of Book Two which deal with the United States in its relations with other lands and populations.

In addition to numerous well chosen pictures, and the maps usually found in good geographies, there are so called "human use" maps which ingeniously portray climatic conditions, products, and other factors helping to determine the occupations and modes of living of the inhabitants.

These "Human Use Geography" texts can hardly fail to make this subject the lively and interesting thing it should be, rather than the dull grind of memorization which many children of an earlier generation found it to be.

• •

More Briggsiana

ON WRITING THE BIOGRAPHY OF A MODEST MAN. By Rollo W. Brown. Cambridge, Mass.: Harvard University Press.

In this smallish volume, the biographer of Harvard's Dean Briggs presents an interesting footnote. First given as a lecture to Radcliffe and Harvard clubs of New York City, this material on how the biography came to be written and the attitude of the subject himself toward the undertaking makes exceedingly human reading.

Rollo W. Brown, the author, does not know whether Dean Briggs ever read the biography! Up to two years before his death, he had not done so. He objected to the project from the first. He did not regard his life as sufficiently important to be made into a book. However—he told his younger friend that he, Brown, was a free moral agent and could do as he liked.

So Mr. Brown and the Dean tried not to let the biography interfere with their good times together. Mr. Brown gathered his facts from many sources, and never discussed the enterprise with Dean Briggs save on a few occasions when a warning had been given in advance.

This essay, "On Writing the Biography of a Modest Man," sheds new light upon Harvard's beloved dean, whose self-effacement was no mere pose but a becoming aspect of his truly benignant personality.

The Teacher and the Times

THE EDITOR ANALYZES Problems of Social Change

Government by Telegram

A NEW and somewhat dangerous kind of government has lately sprung into being in the United States. It is government by telegram.

Government by telegram defeated America's entry into the World Court, a few months ago, when members of the United States Senate were deluged with messages demanding rejection of the World Court.

Government by telegram was extensively used on behalf of bonus legislation.

These are only two of the most conspicuous instances. Washington has experienced many a bombardment of similar nature, if not of like proportions.

Selfish group interest or emotional excitement stirred by oratorical broadcasts will usually be found behind these telegraphic wind storms. It ought to be easy, perhaps, for our lawgivers and executives to remind themselves that there are at least as many Americans, and probably several times as many, who want the opposite of what the telegrams command.

But the wire users are organized, insistent, and vociferous. They are capable of casting votes in blocs at elections. Hence the human tendency is to obey the telegrams. A million telegrams make a tremendous impression. Yet they represent less than two per cent. of the adult population.

What is the way to counteract this menace? Does it argue for stronger men to represent the citizens in the running of their government? Does it call for greater emphasis on education for adults?

Both these measures would help.

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Economics in Reverse

WAS IT just the funny old economics of a pioneering age that caused Captain John Smith to declare to his Virginia settlers: "He who will not work shall not eat"?

And have we outgrown such "nonsense" in these modern times?

Millions of Americans are eating who do not work.

Multitudes of farmers are being paid more for what they do not raise than for what they do raise.

By harvesting only two-thirds as much wheat last year as the year before, wheat farmers increased their income by $170,000,000.

Industry, too, has done some limiting of production in the hope of getting more money for what it does produce.

Organized labor wants a thirty-hour work week with forty hours' pay.

We seem to be developing a philosophy of getting more by doing less.

To put it more strongly—it is a philosophy of getting something for nothing. (Witness the inordinate craze for gambling which manifests itself today in numerous forms, from chain letters to race-track betting, with new and impossible schemes arriving almost hourly.)

Is anything wrong with that philosophy? Or has our ability to produce by machinery and organization suddenly become so enormous that we can cast aside old economic laws in favor of new and reversed ones?

Maybe we should seek the answer along these lines: First—An emergency situation has caused a reversal of economic laws which is only temporary and corrective. Second—Our facilities for production can in due time be expanded to provide a respectable living for all, with a gradually shortening work week. Third—Under a proper distribution of jobs, doles and restricted production will become equally unnecessary.

If the time ever returns when having a job is regarded as a universal duty, we shall know that economic laws are again functioning normally.

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Freedom of Student Press

BY OVERSTEPPING the bounds of decency so far as to incur the censures of local police and post office authorities, Harvard Lampoon has again brought to light the Harvard policy of letting student publications print what they like. Even after the Lampoon had burnt its naughty fingers, official Harvard did no spanking. Graduate trustees of the publication caused three of the Lampoon's executives to resign their posts, and then put punitive padlocks on the doors.

Editors of student publications are inclined quite generally to admire the Harvard plan. They resent censorship in any form. Yet many administrators insist upon keeping a restraining hand upon the undergraduate press—if only to protect the

institution itself from publicity of a distasteful sort.

The majority of high schools have faculty advisors watching student publications closely. The wisest of these advisors permit freedom without nagging, but are quick to recognize and check the abuse of freedom by young editors.

Harvard lets them learn to swim by swimming. The best plan for one institution may not be the best for all.

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"A Tank Is a Tank"—*Hitler*

HITLER, in his speech of May 21, pledged Germany to attempt no more one-sided treaty-changing. He reserved only the matter of armament as a thing in which Germany will do as it pleases.

To some extent the Hitler address was reassuring. It was meant to be entirely so. It was meant to show that Germany has no aggressive designs. Perhaps she would have such designs were she not surrounded with a ring of steel. That same ring of steel has become an excuse to Germany to rearm. And every step in Germany's rearmament serves to provoke further arming by her neighbors.

"It will not do for one group of states to represent their armaments as olive branches of peace and the armaments of others as a scourge of the devil," declared Der Fuehrer; and he went on to say: "A tank is a tank, and a bomb is a bomb."

Yes—a tank is a tank, and a bomb is a bomb. But Hitler may not realize that it is harder for the rest of Europe to trust Germany's word since that fateful hour in 1914 when Germany refused to let "a scrap of paper" prevent her marching into Belgium.

Suspicion and fear are at the bottom of all this business of arming. And the greater the armament of one, the greater becomes the armament of another. It is a vicious circle if ever there was one.

Can statesmanship in Europe discover a way to create some measure of confidence while confidence is rendered daily more difficult through the growth of military machines?

If the frantic efforts to weave a network of non-aggression and mutual defence pacts—led by France—should at length succeed in getting Germany to sign up—would Germany's new pledge be trusted?

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"Mike" as Educator

RADIO as an implement of education has hardly found itself yet. This is particularly true in the United States, where broadcasting has developed almost wholly upon a commercial basis. Radio stations and systems have much to their credit, however, for having admitted and encouraged many cultural features, and in general for not having tolerated so degrading performances as did the film producers, for example.

In this connection, it is encouraging to see that one of the country's greatest broadcasting systems, the Columbia, has announced new and higher standards for advertisers using its facilities. Thus Columbia will allow no advertising of lotteries or of any prize contests which are unfair to the public. There must be no nauseating references to bodily ills. Programs for children must take into consideration the ethical and neurological effects of their stories, dramas and other offerings, with special regard for non-glorification of crime, or anti-social conduct. Even the most rigid censorship of the silver screen has rarely objected to those subtle impressions which the Columbia Broadcasting System so frankly recognizes and is resolved to eliminate from its own important network.

While the Columbia move for cleaner radio programs may be mainly negative, it is distinctly praiseworthy, and evinces courage, idealism and social vision. Nor should it in the long run be any detriment to that corporation's business.

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Spiritual Infants

A CERTAIN attorney had a motto hung on the wall of his office. It said: "Little Children, Love One Another."

The very out-of-placeness of that Bible verse may have had its influence upon angry clients, seeking litigation against their neighbors. That particular attorney did, in fact, make every effort to get people to drop their grudges and settle out of court.

Nine-tenths of all that is wrong with the world would be cured if every one would stop and put into practice that five-word injunction of St. John.

And the first two words of it are quite as important as the last three. We do not get very far in loving one another or in getting others to love us until we step down from the high-and-mighty attitude and become as little children.

None of us really knows very much or is entirely grown up. The act of teaching is certainly presumptuous, if one poses as an oracle rather than a guide.

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The late Edwin Arlington Robinson paused in his creation of poetry to utter this profound bit of prose:—

"The world . . . is a kind of spiritual kindergarten where millions of bewildered infants are trying to spell 'God' with the wrong blocks."

Anson W. Belding

The Round Table

You are invited to join in this interchange of ideas and experiences. Address: Chairman of The Round Table, Journal of Education, Six Park Street, Boston.

"My Credits"

PROF. LEWIS H. CHRISMAN, West Virginia Wesleyan College, Buckhannon, West Virginia:—

"The new department, 'The Teacher and the Times,' is full of pollen for the mind. It discusses vital issues which have been more or less neglected in much of our educational literature. Some days ago I mitigated the tedium of a long bus ride by occasionally listening to the conversation of two young teachers who sat just in front of me. Upon one of them speaking of a certain institution of higher education the other responded by saying: 'I have gone there for my credits for the last two summers.' The remark struck me as nothing short of ominous. Is it possible that in our stressing of training for teachers we are developing a tendency upon their part to look upon the required advanced work as simply a matter of meeting certain mechanical requirements? Even the most purblind optimist cannot deny that the measuring of professional efficiency in terms of credit hours has caused teachers to become anxious to accumulate these external qualifications for the securing of position and advancement. Of course, additional educational opportunities should mean much more than so many hours credit, but if a teacher takes advanced work under compulsion there is a danger of the whole system becoming a matter of arbitrary requirements perfunctorily met. Not all educational values can be recorded upon a credit sheet."

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Teachers as Targets

SUPT. VINAL H. TIBBETTS, Manhasset, New York:—

"Your department 'The Teacher and the Times' is very appropriate and timely, and should add to the prestige of your magazine.

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"I could write a volume on what I think of the present epidemic of new laws demanding loyalty oaths of teachers. Personally, I do not object, nor do I think any right-minded teacher objects to pledging her loyalty to the Constitution of the United States. It's a grand document, and if it were lived up to, at least 50 per cent., many of our present troubles would not exist. My own objection, and I think this would probably be true on the part of many others, is that teachers as a group have been singled out for this procedure and the implication is that they could not be trusted. I think one should strenuously object to any such implication. Furthermore, many of us see these laws as an entering wedge to allow the professional patrioteers to punish any teacher who is frank enough to speak her mind in the classroom. This particularly applies to teachers of the Social Studies.

"I think much of the emphasis on courses, credits, and degrees for educators is sheer 'bunk' and just another racket. I would not for one moment wish it to be understood that I did not believe in professional advancement but I think professional advancement must come as a result of an inward urge on the part of the teacher rather than outward compulsion, or what amounts to practical bribery. Here in Manhasset we have put very little emphasis upon courses, credits, and degrees as such. We have sought to find teachers who had the love and understanding of children, and who had acquired the techniques of carrying out a sensible program of education. Yet without any actual or implied compulsion on our part most of our teachers are taking courses in the nearby universities. The courses that they are taking, however, are those which they feel will be of some help to them in their practical problems.

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"More power to you in carrying forward your fine magazine which is constantly getting better and better."

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Loyalty Oaths of Teachers

PROF. JOHN W. DICKEY, State Normal School, Newark, N.J.:—

"Personally, I am of the opinion that we are the victims of propaganda in this oath business. Considered very broadly, I think that we in the teaching profession are to be complimented for being considered so important. As to the taking of the oath, I do not believe that there is another group of people who will take it more seriously than the teachers. They have always been staunch supporters of that sacred document, the Constitution of the United States of America."

Winshipisms

"It never harms a man to be envied, but it poisons the very heart's blood to be envious."

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"It does not take much of a man to kick up a muss with school affairs. It takes a good deal of a man to settle it when once it is mussed."

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"Whoever tries to lead teachers individually or as a class into politics may be set down as an enemy to the schools, wittingly or unwittingly."

The News Digest
OF EDUCATION

Pay Cuts

New York Teachers Act For Restoration

NEW YORK.—Teachers in this city recently worked out plans to press their fight for pay cut restoration in the face of Governor Lehman's veto of the Feld bill. Members of the Joint Committee of Teachers Organizations, agent for seventy-seven school groups on salary matters, discussed with lawyers the advisability of a test suit to force pay restoration under the legislative resolution declaring the financial emergency at an end in New York City. Most of the teachers in the five boroughs left the way open for court action when they accepted recent pay checks "under protest." A statement issued by the committee declared that the Governor's veto "simply marks a delay in the achievement of justice for the 36,000 school teachers of this city."

Bill Signed

Flag Display and Pledge Compulsory in Bay State

BOSTON. — Governor Michael J. Curley recently signed the bill requiring the display of the American flag in public schools and a pledge of allegiance to it weekly by the teachers and pupils in Massachusetts. Commenting on the bill, the Governor said that if there are any parents who object to the taking of the pledge by their children, they can transfer them to private schools.

Says Great Demand Exists for Commercial Subjects Teachers

BLOOMSBURG, Pa.—Degree-holding commercial teachers with four years of professional preparation are at a premium in Pennsylvania, owing to the increasing clamor of high school students for commercial training, according to H. A. Andruss of the State Teachers College here.

"Today 150,000 students, over one-third of the number in Pennsylvania high schools, are enrolled in the commercial course," he says. "The same situation prevails in New York, New Jersey, Massachusetts, and other states having dense urban populations. In Pittsburgh and Philadelphia over 50 per cent of the students are taking commercial subjects."

The most fertile field of growth has been the junior high school, he holds, where typewriting and "junior business training," a course in general business information for consumer needs, are increasingly taught. In the senior high school bookkeeping and shorthand are popular, but the "business background subjects," such as business law, economics, business English, salesmanship and office practice, show relatively larger increases in enrollment.

High Spot of Reign

NEW YORK.—Dr. John H. Finley, in his broadcast to Great Britain on the occasion of the King's Jubilee, declared that one of the four main spiritual contributions of the reign of King George V has been to the cause of education. He cited the fact that in the blackest days of the war, just after Kemmel Hill, Britain "began to do even more for the education of her children than ever before, not doubting the outcome of the struggle. To me," Dr. Finley said, "the most inspiring and significant day of all his reign was that in which the Minister of Education introduced in Parliament the bill called 'The Children's Charter' to do this very thing, saying when the guns of the enemy could almost be heard across the Channel and when the Zeppelin menace was in the night skies: 'Education is the eternal debt of maturity to children and youth.'"

Boston Pre-School Age Children Prepared in Seven ERA Classes

BOSTON.—Boston children of pre-school age are becoming "model students" through the beneficence of the federal government.

Reaching down into the cradle, the all-inclusive ERA is sponsoring schools for the youngest generation—three to six years old—in seven sections of the city.

There, under the expert eye of specially trained teachers, the prospective pupils play games, learn the difference between colors, stand on their heads, form their own jazz bands, and otherwise prepare themselves for the twelve or more years of formal schooling ahead of them.

Under the guidance of Susan Ginn, vocational director of Boston, a number of unemployed teachers were given a diligent training for the work, after Patrick T. Campbell, superintendent of public schools, announced the project.

The ERA schools are conducted in seven solariums formerly used by the health department for children with tuberculosis tendencies.

These schoolrooms are equipped with tiny chairs and tables and miniature cots and lockers, especially constructed for the use of young children.

There are two daily sessions at the schools, one from 9 a. m. to noon and the other from 1 to 4 p. m.

According to Miss Ginn, the children thoroughly enjoy attending the school and show great aptitude for learning.

Detroit Smiles

Has Little Joke On Commerce Board

DETROIT, Mich.—Alive to the oft-repeated rumors that Reds were threatening American schools, the Detroit Board of Commerce adopted a resolution calling on the Detroit Board of Education to require all school teachers to take an oath of allegiance to the United States. This well-meant effort went to naught, for it was quickly learned that the teachers have been taking such an oath for two years.

Librarians to Meet

BOSTON.—Special Libraries Association Convention, of which Elizabeth Burrage, librarian for the Boston public schools, is chairman, is scheduled for June 11 to June 14. One feature of the interesting four-day program is visits to the special libraries at Harvard University. Dr. Karl T. Compton, president, Massachusetts Institute of Technology; Dean Everett W. Lord, Boston University College of Business Administration; and Dr. J. Anton de Haas, Harvard Business School, are special speakers for the convention.

Teacher Training Termed Racket By Head of Barnard College

NEW YORK. — Dr. Virginia C. Gildersleeve, President of Barnard College, charged recently that, due to a growing "racket" in teacher training, it was "rapidly becoming impossible for graduates of our best liberal arts colleges to teach in the public schools of this country."

To illustrate her conception of the "racket," Dr. Gildersleeve cited an imaginary case of a State normal school which arranged a complicated curriculum of certain specific subjects and then persuaded the State Board of Education to require all these subjects from candidates for teaching jobs.

As a result, she added, "any young resident of the State of Blankdash who looks forward to teaching will go not to the local college of Liberalia, or to Harvard, or Radcliffe, or Bryn Mawr, but to the State Normal School of Blankdash, which has what amounts to a stronghold monopoly on the public school positions in that State."

The value of increased requirements in the theory and principles of teaching as well as professional technique also was questioned by Dean Gildersleeve. In her opinion this tends to force students to include this in their undergraduate work at the expense of study of the subjects they expect to teach.

Dr. Gildersleeve emphasized the necessity for devising a curriculum that will produce graduates professionally qualified as teachers who will be at the same time "fairly well-educated human beings."

New Degree Basis

CAMBRIDGE, Mass.—The Harvard Faculty of Arts and Sciences has voted that for students entering Harvard College after the present academic year the distribution requirements for the bachelor's degree shall consist of at least four courses chosen from any of the subjects not related to the field of concentration. This changes the existing requirements, which specifically prescribe a course in literature, a course in history (or government), a course in science and a course in mathematics or philosophy. The chief purpose of the change in the distribution requirements is to allow students a larger measure of freedom in the election of courses, especially during the freshman year. Another change came in the creation at Harvard University of a new Doctor of Philosophy degree in the "History of Science and Learning," designed to meet the increasing demand for teachers in this field. President Conant declared that the call for such teachers in American colleges far exceeded the supply because of the lack of specialized graduate courses of study leading to a degree such as Harvard would offer.

Call for Freedom

HARRISBURG, Pa.—The question of college "liberalism" stirred up a turbulent debate in the House of Representatives recently as members ordered an investigation of policies of the University of Pittsburgh. The inquiry will be conducted by a sub-group of five from the House Appropriations Committee, which holds a bill providing funds for the university for the next two years. Charges were made in the legislative order that the university authorities "have followed a policy of tending to discourage freedom of thought and speech on the subject of economic philosophy." The order directed the committee to ascertain "whether the institution is worthy of receiving further large appropriations of public funds."

Listener Clubs

COLUMBUS, O.—At the joint parley of the Institute for Education by Radio and the National Advisory Council on Radio in Education held here recently, professors and parents from various parts of the country agreed that to raise the level of radio programs they must learn the tricks of the broadcaster's trade and they must organize listener clubs for the better offerings. One assault along the newer lines which it is hoped will capture a few thousand listeners for the cause of education is to camouflage history teaching as current events talks. In Germany group-listening has been carried to a point where three-fourths of the population listen in on major broadcasts, and business, traffic, and social life come to a halt for such occasions. In England the British Institute of Adult Education has also succeeded in forming hundreds of listener groups. Here in America the Women's National Radio Committee of New York City is organizing such groups through the cooperation of all kinds of federated clubs.

Schools Closed

N. E. A. Reports 2,400 Forced to Shut Doors

WASHINGTON.—More than 2,400 schools in seventeen states were forced to close their doors before the end of the term because of the failure of the FERA to supply financial first aid in time. The National Education Association made this announcement after receiving telegraphic reports from State Departments of Education throughout the country. Tennessee has been hardest hit, with 1,000 closed schools, while Montana and Texas are next, each with 500. Colorado, Washington, Maine, Arizona, and Arkansas each have well over a score. "More than 15,000 additional schools located in twenty-two different states would be forced to close if teachers' salaries were required to be paid in cash," according to Willard E. Givens, secretary of the association.

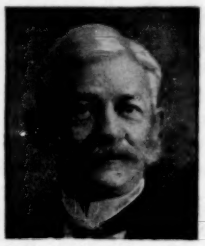
Florida's 'Laboratory School' Has Many Distinctive Features

GAINESVILLE, Fla.—Florida now has what Prof. Boyd H. Bode, of Ohio State University, has termed "the most wonderful school building of its type." It is the P. K. Yonge Laboratory School, recently dedicated by the University of Florida for its Department of Education. Not only is the school remarkable for design and equipment, but its curriculum marks an advance in educational method.

The building occupies a plot of thirteen acres and cost $350,000, supplied in part from the State's general revenue fund and in part by a grant from the General Education Board of New York. The 82,000 square feet of floor space is so laid out that each group of pupils, from the kindergarten to the twelfth grade, has its own unit.

The school aims to serve as a laboratory for teachers in training; as a research centre for study of educational problems, and as a general demonstration centre for modern methods.

The "unit system" of instruction predominates, with one unit established for the whole school named "Living in My School." This is intended to make every child feel himself a part of a social community. Allied to this unit is what is called the "core curriculum," which provides for the three R's and other minimum essentials of learning which the public fears have evaporated in many so-called "progressive schools." To promote the spirit of inquiry and growth on the part of the teachers, this new school has established a "teachers' work room." It is a combination library, storeroom and workshop where teachers gather to compare "cases" and methods, and conduct research.



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Brookline Teacher Is Awarded Certificate

BROOKLINE, Mass.—After fifty-one years as a schoolmistress, Miss Minerva E. Fales, principal of the Michael Driscoll School, recently received the certificate of achievement presented by the Brookline Community Club to the citizen of that town most distinguished in education, civic or legislative endeavor. Approaching retirement, Miss Fales delivered her conviction that the pupils in her school now are more acute and ingenious than those who sat at the same desks five years ago, and that those who sat there five years ago surpassed those who had possession five years before. Progressive education, she maintained, has made brighter all-round men and women of school pupils. "In the old days they called the changes in education frills and fads, but now we know they are necessary," declared the veteran teacher. "The public school is the hope of democracy," she continued. "There cannot be a forward step in democracy if the public school should take a backward step." Thirty-five years of Miss Fales's teaching career have been spent in Brookline.

Heads Class

Wheel-Chair Pupil Leads on Honor Roll

HOLLIS, Okla. — Litttle Jane Ann Slaughter, who won wide attention last year when she delivered the valedictory address to Hollis Junior High School from a hospital bed in Dallas, is now the highest ranking scholar in the high school. She heads the twenty-five students placed on the honor society rolls last semester, in spite of the fact she attended school in a wheel chair. She suffered a spinal injury when struck by an automobile in Chicago two years ago.

To Germany

Vassar Will Send Six Students

POUGHKEEPSIE, N. Y.—Six girls have been awarded scholarships at Vassar College for study in Germany during the summer. Two are for eight weeks of study at the University of Heidelberg and four offer four weeks of study at the University of Munich. This is in direct contrast to action on the part of Smith College in connection with German scholarships. Smith College announced early this Spring that it was discontinuing scholarships for study in Germany because of unsettled conditions in academic circles under the Hitler regime.

All "A's" Not Asset

BOSTON. — The all "A" pupil—Daddy's and Mother's pride — is teacher's dilemma. So maintains Miss Margaret T. Dooley, retired, and veteran of forty-five years in the Boston schools. The pupil who ranks "A" in every subject is the misfit in a modern, specialized world, she points out. He doesn't know in what to specialize and when he eventually makes up his mind, he frequently fails to measure up to expectations. "It is easy to place a boy who rates 'A' in mathematics and 'D' in Latin," Miss Dooley goes on. "Children sometimes pick their specialties themselves while they are at school. They concentrate their energies on one subject. It is easy to direct them. But the all 'A' pupil is usually distributing his energies, and fails to develop a special aptitude. And people expect too much of him after he leaves school. Parents are getting away from the old insistence upon a uniformly good report card as an indication of brains. Schools, especially the junior high schools, do not prevent a boy or girl from receiving a diploma for failure in one subject, any more. They allow them to substitute points in subjects for which they do exhibit aptitude."

New Head of Teachers College Knows Weak Spots in Training

LOWELL, Mass. — James Dugan, former assistant superintendent of Cambridge schools, upon being appointed president of the state teachers' college here, stated that because of his observation in Cambridge during the past fifteen years, he felt he would be able to give Massachusetts schools a better trained group of teachers.

After graduating from Amherst he returned to Ware, his home town, where he taught in the Ware High School, later becoming principal of the grammar school. In 1910 he started teaching in Cambridge at the Thorndike school, and after filling the post as acting superintendent for two years he became assistant superintendent. He has held this position for fifteen years.

For several years Mr. Dugan has been director of continuation schools and has carried out many advanced ideas.

"In my Cambridge position," he declared, "I have been more or less on the receiving end in respect to new teachers. In that way I have been able to see certain phases of normal school training in which the teachers are weak. These points I will stress when I assume my position next July. Of course, I will make no radical changes, but I will attempt to guide the training along lines which I feel should be more strongly stressed."

Philadelphia Child of Four Has "I. Q." Mark of 160, Test Reveals

PHILADELPHIA.—Another juvenile genius, possessing an intelligence quotient of 160, has been discovered in this city.

This time it is a little four-year-old girl, Deborah Sue Rivkin, of Overbrook, who has topped the records made by the two noted child film actors, Cora Sue Collins and Fred Bartholomew. Cora and Freddie, in the Binet-Simon test, scored 151 and 135, respectively.

Dr. Lightner Witmer, director of the University of Pennsylvania psychological clinic, subjected Deborah to the same test in which she garnered such an amazing "I. Q."

The doctor said she is not a genius, but just an exceedingly bright girl who is intellectually superior to 99 per cent of children of her same age.

Dr. Witmer admits, however, that Deborah is in that rare one per cent of the brightest portion of the child population, and her quotient is above that of the average child, even to 80 per cent of children of any age.

Deborah never has attended a school, or kindergarten, and she never has been forced to learn any of the many things she knows. Everything she has learned she has picked up of her own free will.

Win Again

Haverford Freshmen Lead in Intelligence Test

HAVERFORD, Pa. — Haverford College freshmen led the country for the seventh consecutive time in the intelligence test given by the American Council on Education. The test was taken last fall by 52,000 freshmen in 240 institutions. Haverford's median score was 274, 100 points higher than the median for all who took the test, which was 171. Brothers College, of Drew University, Madison, N. J., ranked second with 235. The 500 freshmen at the University of Chicago came in third, with 233. Wells College, Aurora, N. Y.; the University of Rochester; Fenn College, Cleveland, Ohio; Antioch College, Yellow Springs, Ohio, and Oberlin College, were among the ten highest institutions. Lehigh University, Bethlehem, Pa., made a score of 216, and Dartmouth College scored 211.

Out for Quality

ROCHESTER, N. Y.—Educational trends which may affect the University of Rochester's program during the next decade are reflected in a committee report on the ten-year plan recently submitted by Chairman Victor J. Chambers, acting dean of graduate studies. The committee insisted in its statement that in the years ahead the emphasis should be on educational programs rather than physical equipment, that the colleges should be kept small and that provision should be made not only for attracting high-type faculty members, but able students as well.

Feel Pinch

American Colleges in Turkey Handicapped

ISTANBUL. — Americans visiting Turkey are justly proud to see the stately buildings of Robert College and of the American College for Girls overlooking the Bosphorus, one of the world's most beautiful waterways. For many years these two colleges have given an American education to the youth of Turkey and neighboring countries, and today their former pupils are holding high offices in political and commercial life. Unfortunately, neither college emerged from the world depression unscathed. Their revenues are derived from two sources: Firstly, income from American investments; secondly, students' fees. In normal times the investment income was $200,000 annually. Today it is only half that amount. While the income has been sadly diminished, the number of students has fallen at Robert College from 700 to 450 and at the girls' college from 500 to 300.

Summer Course

Wellesley Announces Social Progress Institute

WELLESLEY, Mass.—"Social Planning in an Age of Conflict" has been chosen as the theme for the Summer Institute of Social Progress at Wellesley College, July 6 to 20, when men and women active in the industrial, business and professional world will be in attendance. Max Lerner, professor of politics at Sarah Lawrence College, will again head the faculty, and assisting him will be Willard Thorp, head of the Advisory Committee of the NRA; Phillips Bradley, associate professor of political science at Amherst; Helen Everett Meiklejohn, San Francisco School of Social Studies; Alfred D. Sheffield, professor of group leadership at Wellesley College, and Caroline Ware, director of the Consumers' Councils. Last year business men and women, lawyers, bankers, engineers, teachers, social workers, labor leaders, industrial workers, housewives, librarians, personnel workers and farmers came from twenty different states. There are no academic requirements for admission. Details and application blanks may be obtained from G. L. Osgood, 14 West Elm avenue, Wollaston, Mass.

Posture Aid

Slow Motion Camera To Serve As Guide

NEW LONDON, Conn. — A slow motion camera, to be used in the study of body mechanics and posture, has been added to the equipment of the physical education department of Connecticut College for Women through a gift of Miss Minna R. Barnet, of Albany, who was graduated from the college last year, and the college athletic association. Professor Ruth Stanwood, chairman of the physical education department, announced the gift and stated that good posture and good body mechanics were among the first objectives of her department and that the camera promised to be an important factor in making the students conscious of the need for effort in these directions. Miss Stanwood said that in her opinion too much emphasis could not be placed upon good posture and the manner in which one moved.

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D. Appleton-Century Company, New York

Ginn and Company, Boston

Gregg Publishing Co., New York

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Alumni Schools

Many Colleges Have Courses for Graduates

WASHINGTON. — Last year 169 colleges and universities offered their alumni, free or at slight expense, some sort of educational opportunities, according to Ralph A. Beals, of the American Association for Adult Education, in a recent report. Fifty of these have held "alumni colleges"—institutes where returning graduates, usually directly after commencement in June, renew their youth in the old classrooms, listening to lectures by favorite old professors or dynamic new ones. In some cases attendance at such week or week-end courses has run as high as 500, and on many campuses they have become as fixed an institution as the commencement baseball game. About 125 colleges, according to Mr. Beals, offer year-round guidance to alumni in individual reading or in study groups. Others, in large cities, have conducted special seminars and discussions for local alumni. So far women graduates have responded to alma mater's cultural overtures somewhat more avidly than men, Mr. Beals finds, and the middle-aged more than the youngest and the oldest graduates.

School Starts

Arizona Children Answer Opening Bells

FLAGSTAFF, Ariz.—Just as millions of students throughout the nation are turning their backs on classrooms, school bells will call children to their studies in isolated sections of Coconino county. For 200 children in remote regions of northern Arizona summer does not mean trips to the old swimmin' hole and other outings, but, instead, the beginning of school. The state educational department estimated that 200 children would be registered in a dozen small rural schools which were closed during the winter because of inclement weather. In many instances snow was so deep children could not possibly reach their classes during the winter.

Safety Note

Students in College Have Less Mortality

ANN ARBOR, Mich.—One of the safest occupations for a young man or woman between the ages of twenty and twenty-four is apparently that of university student. A survey just completed by the University of Michigan Health Service shows that the local student death rate is less than a third that of the same age group in the general population—.88 per thousand as against 3.3. One reason for the better showing of the students is the fact that on the whole they are better lodged and fed, live under a generally sensible routine, and have special medical attention, according to Dr. Warren R. Forsythe, director of the Health Service.

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Grins Between Grinds

Might Be Interested

Father—"The man who marries my daughter will get a prize."

Young man—"May I see it, please?"

• •

What Depression?

"How are you standing the depression in Los Angeles?" asked an Eastern tourist of a real estate agent.

"Good heavens, man," replied the realtor, "there has never been a depression in Los Angeles, but I will say that we are passing through the very worst boom in the city's history."

• •

Futile

Eph told a Mississippi lady that he couldn't read writing.

"Why in the world don't you enroll in one of these adult education classes they are organizing," queried the lady, "and learn how to write?"

Eph scratched his head and finally asked triumphantly:

"What's the use fur to learn how to write when you can't read it after it's wrote?"

• •

Movie Contract Waiting

"Say, ma," protested the small boy, "what's the idea of making me sleep here every night?"

"Ssh, dear," admonished his mamma. "You have only to sleep in the piano for two more weeks to set up a new record and then your picture will be in all the newspapers."

• •

A Fine Art

"What did your son learn at college?"

"Well, sir, he can ask for money in such a way that it seems like an honor to give it to him."

• •

The Needful Tonic

Doctor—"I am sorry to tell you, Mrs. Brown, that your husband will never be able to work again."

Mrs. Brown—"I'll go and tell him. It'll cheer him up."

Wild Days Over

Son—"Papa, vot is de deefrance between prosperity and depression?"

Papa—"Vell, my boy, in prosperity ve had vine, vimen, and song, but in depression all ve got is beer, momma, and the radio."

• •

Sliding Scale

George—"Have you noticed how a woman lowers her voice whenever she asks for anything?"

Fred—"Oh, yes. But have you noticed how she raises it if she doesn't get it?"

• •

Stood By Her

1st Hollywood Blonde — "Are you going to Peggy's wedding?"

2nd Ditto—"Of course. You know very well that I always go to Peggy's weddings. I've only missed three altogether."

• •

Not Conceded

Doctor—"I am happy to report that you are the father of triplets."

Politician—"I don't believe it. I demand a recount."

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Contents for June 17, 1935

DEMOCRACY CAN BEAR COMPARISONS 329
Samuel Engle Burr

AFRICA BECOMES ALIVE 331
Alice G. Condon

OCTOBER THIRTY-ONE 332
H. M. Ivy

IN AMERICA 332
Lynn E. Castle

THE UNREALITY OF COLLEGE LIFE 333
V. H. Culp

BEAUTY IN THE CLASSROOM 334
Charles E. Packard

LINE UPON LINE 336
Annie D. Greene

ALL IN THE DAY'S WORK 337
Francis Read

THE TEACHER AND THE TIMES 338
N. R. A.'s Demise
Solitude Test
The Book-Sneak
The Great Eleven
Measure or Awaken?

THE ROUND TABLE 340
G. Henry Richert, Thomas C. Barham, Jr.

THE NEWS DIGEST 341

THE ALCOVE FOR NEW BOOKS 345

GRINS BETWEEN GRINDS 346

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The Editors Say...

Again the Foreword — so-called, no doubt, because it's the last word to be written 'fore publication. Let's have it a preface to a very delightful summer for you and you and you and all of us. May you find just the sort of recreation best suited to your needs, and return with a better grip on yourself when the fall term opens.

When school lets out, you think you can get away from it. But you cannot. It simply means that school is no longer in the building where it was. It's everywhere one goes and all the time.

•

According to custom, the Journal of Education now takes its vacation of two months. Our next issue will be dated September 2. Our offices, however, will remain open throughout the summer. Call and see us if you are in this vicinity.

Many plans are under way to make the Journal contribute more than ever to your profit and enjoyment. Watch for Fall announcements.

Treasure Hunt

Some of you are still puzzling over that old Roman inscription while these words are being written. Answers have begun to pop, however. We refuse to strain ourselves this time. Here are the pied letters all in a row just as they happened to fix themselves.

activesoncanbetrimoratpody

Somewhere in this issue an advertisement contains a sequence of three words made up of precisely those letters. Give the three words and name the advertisement in which they appear.

Mail your correct answer to Journal of Education Treasure Hunt, Six Park Street, Boston, on or before July 10—and you will be entitled to a four months' subscription to this magazine for yourself—if you have not already won; otherwise for a friend.

Answer to May 20 Treasure Hunt was "Courses Affording Superior Opportunity," on page 286 of that issue.